TEACHER'S MANUAL

TO ACCOMPANY

SSONS IN LANGUAGE AND GRAMMAR

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H. S. TARBELL
& M. TARBELL

GINN & COMPANY

Class LB 1576

Book .T26

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MANUAL

TO ACCOMPANY

LESSONS IN LANGUAGE AND GRAMMAR

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AND

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TEACHERS' MANUAL

TARBELL'S LESSONS IN LANGUAGE AND GRAMMAR

Book I

Part I — How to Write

The first fifty-seven sections of Part I should be studied thoroughly. The remaining sections may be taken more rapidly or omitted altogether. The suggestions in this manual supplement, but do not supersede, those in the text-book.

SECTIONS I AND II — THE SENTENCE

Ask your pupils to bring to class written upon paper five or more sentences selected from one of their schoolbooks. These may be read to the class by the pupils, and the class may decide whether they are sentences and what kind of sentences they are. Some of them may be copied upon the board. The next day original sentences may be required. It will take a long time with some pupils to develop the "sentence sense."

SECTION VI — THE STUDY OF A POEM

The pupils will, of course, notice the difference between the lines in prose and poetry, and that the first word of every line of poetry begins with a capital.

They have now learned what may be called the fundamental rules of punctuation, — four rules for capitals and two rules for the marks at the end of sentences. Test them first in their language books and then in their reading books upon their recognition of these rules.

SECTION VII — THE DESCRIPTION OF A PICTURE

The questions given in this section by no means exhaust the appropriate questions. Have the class write from the questions here given; then require the class to make a new set of questions and to write answers to those.

SECTION VIII — THE USE OF CAPITAL LETTERS

After the pupils have followed the directions in the section let them write from dictation all the sentences in the lesson, telling them as they write where to insert the commas, but letting them be responsible for capitals and periods. Call their attention to the use of the period after the number of a section, after its title, and after the title of a poem or composition. They ought also to notice the use of the colon and dash in these lessons.

St. Marys River is written without the apostrophe because it is a geographical name.

SECTION X — AN EXERCISE IN REPRODUCTION

Lead the pupils to notice the difference in the use of capitals between months and seasons.

SECTION XI — INITIAL LETTERS; ABBREVIATIONS

The caution at the bottom of the page not to use too many abbreviations, and similar cautions or directions in succeeding exercises, should be repeatedly brought to the

notice of the pupils. Children tend too strongly to the use of abbreviations, and are apt to omit the period which is a part of the abbreviation.

SECTION XIII — THE DESCRIPTION OF A PICTURE

Have pupils write a composition by answering the questions in the section. Then let them make a set of different questions and write a second composition from them. Follow this practice wherever practicable.

SECTION XXI — THE COMMA IN A SERIES

In newspapers the comma is often omitted before the *and* preceding the last term of a series; but in magazines and books it is usually inserted. This should be explained to the pupils, and they should be taught to punctuate according to the rule given in the book. The comma is usually omitted before the *and* in the names of firms.

SECTION XXIV — REVIEW EXERCISES

Review exercises like this should be given frequently, much more frequently than they are set down in the book. Such exercises should not, usually, take the full time of a recitation, but rather take a small part of the recitation period every two or three days. These may be impromptu or prepared. For prepared reviews it is usually better to write questions upon the blackboard or dictate them to pupils for the coming recitation than to assign sections for review study.

SECTION XXVII — REVIEW OF PUNCTUATION

When this lesson is assigned, tell the pupils they may study it until they can give the rule for every capital and mark of punctuation except one comma [the one in "When

I was in New York," etc.]. At the recitation period dictate the sentences to the pupils. They may exchange papers and correct without the book; then exchange again and correct from the book. The exercise will need to be divided for this work.

SECTION XXXI — THE STUDY OF A STANZA

This is a more serious and difficult exercise in composition than the class has yet undertaken. To do it well will require three or four days; but some other work, involving oral recitation, not written, may be taken with it.

The questions are designed to induce thought, and are not intended to be used to write from. If your pupils have skill enough, let them draw the picture of the scene and then describe the picture. Several pupils in every class will show talent for such illustrations, and the exercise will develop the imagination.

SECTION XXXVII — QUOTATIONS

Call the attention of the pupils to the punctuation of *as*, introducing an example.

The pupils should be able to explain the use of every capital and mark of punctuation in this exercise except the semicolon in the last paragraph. Have them do this orally before writing from dictation. If they hesitate much in doing this, the previous sections should be reviewed until the work in this section can be done readily.

SECTION XLVI — A DIALOGUE

This exercise may be written first as a story, and then the story may be rewritten in dialogue form as a second exercise.

SECTION XLIX — LETTER WRITING

If you have already given your pupils lessons in letter writing it has not been amiss.

It will be best to copy upon the board letter forms and talk about them with the class before the children learn anything about them from the book. Such sections as LI, LII, LIII, LIV, and LV are to be talked about before the book is taken, then talked about again with the open book in hand, and then questioned upon with books closed.

The sections from this subject to Part II are similar in character to those before given and may be treated in the same way. If you have not time for all of them, select such as are most interesting to your class. It will be quite as profitable to rewrite some of the preceding exercises and see how much improvement your class has made since these were first written, as it will be to write the exercises which follow. Do both if you have time.

PART II — ELEMENTARY GRAMMAR

SECTION I — THE SENTENCE

The pupil should be led to notice that in Section I, Part I, there is no definition of a sentence, though he has been using the word. Now, a definition seems needed.

SECTION II — SUBJECT AND PREDICATE

In lessons in language it is important that the form of the teacher's questions should be carefully considered, and that the pupils' answers should correspond exactly in form with the question asked.

Turn to Part I for additional material for exercises on sentences and parts of sentences.

SECTION III — DECLARATIVE, INTERROGATIVE, IMPERATIVE, AND EXCLAMATORY SENTENCES

Do not spend much time on exclamatory sentences.

SECTION V — THE NOUN, COMMON AND PROPER

There are other kinds of common nouns than class nouns, but pupils need not be told about them now. At present the statement, "All nouns not proper nouns are common nouns," is sufficient.

SECTION IX — THE ARTICLE

The rule sought is, *a* is used before vowel sounds and *an* before consonant sounds. The use of *a* or *an* before *h* is a matter on which practice differs.

SECTION X — THE ADJECTIVE

Pupils will be helped to good work by making the requirements for study as definite as possible. For example, it might be well to tell them to find two adjectives in the first numbered sentence, page 105, three in the second, three in the third, two in the fourth, two in the fifth, two in the sixth, and four in the seventh; that in the first line of the stanza at the bottom of the page there is one adjective, in the second two, in the third two, in the fourth two, in the fifth three, in the sixth none, in the seventh one, and in the eighth two.

SECTION XI — THE ADJECTIVE: COMPARISON

Such a section is not difficult if it be taken in parts and learned slowly.

The teacher should not confuse the class by long lessons, nor by going hastily over ground partially understood and not well fixed in the mind; nor, on the other hand, should

she waste time by giving short lessons and delaying upon that already mastered. The way out of this difficulty is to give short lessons, well worked over by questions and drill, and, at the same time, make progress by an additional lesson or part of a lesson of a different character upon some other topic.

SECTION XIV — SELECTING THE RIGHT PRONOUN

When this section is completed an additional exercise of the same sort may be made of the last paragraph of the preceding section, omitting the pronouns after *is*, *are*, *was*, *were*, and *be*.

SECTION XV — THE VERB

The effort of the pupil should be in finding verbs rather than in studying the definitions of the verb.

In the sentence, "The knife is sharp," the pupil will probably think *sharp* is the telling word, because it tells something about the knife. Show that *is* is the telling word, while *sharp* simply shows what is told, by calling the pupil's attention to the fact that if he were to say "The knife is sharp," and some one were to deny it, he would repeat his sentence and say, "The knife *is* sharp," showing that *is* is the word on which we depend to make the assertion, or do the telling.

It would be well to have the pupils learn a short list of the verbs in most common use. They are *am*, *been*, *shall*, *will*, *may*, *might*, and the list on page 39 of words with which *not* may be combined.

SECTION XVI — THE VERB

Sections XVI and XVII and Sections XIX–XXV may be omitted if the class has not time for them or the teacher thinks it better to take up these topics for the first time when the class studies Book II.

SECTION XVIII — SELECTING THE RIGHT VERB

The work in this section is very suitable for pupils of the fourth reader grade, and should be taken up as directed at the head of the section.

The work should be done orally first. Pupils may correct their written work from models placed upon the blackboard. One lesson a week will be enough in this section.

SECTION XX — THE VERB: PRINCIPAL PARTS

While teaching Sections XX–XXIII the teacher should feel that it is not so much grammar that she is teaching as it is the correct use in speech of the forms of verbs. Pupils who have been accustomed to hearing correct speech will virtually know all that is taught in these sections before beginning their study, but will by studying them be helped to systematize their knowledge. Others ought to be taught to use correct forms of verbs before their habits of speech become too firmly established.

SECTION XXIX — THE PREPOSITION

If Sections XVI and XVII were omitted, then the rule at the top of page 142 should be omitted also. The remainder of the section can be taken.

Book II

A course of study for this book, embracing eight half years, is given in the text, page x. One for seven half years is given below:

Course for Seven Half Years

Chapters	Topics	1	2	3	4	5	6	7
1	Introductory	1, 2	—	—	—	—	—	—
2	Letters	1	2	3	4–6	7, 8	—	—
3	Description	1–3	4, 5	—	—	6	7–9	—
4	Narration	—	1	2	3	4	—	—
5	Reproduction and Essays	—	1	2	3	4	—	5
6	Longfellow, A Study of .	—	1	2, 3	4, 5	6, 7	8, 9	10, 11
7	Style	—	1–6	7–10	11–15	16–20	21–24	25–28
8	Secretarial Writings . .	—	—	—	—	1–3	4–7	8–11
9	Synonyms							
10	Grammar	1–13	14–17	19–26	27–38	39–46	47–53	55–62
11	Punctuation	1–6	7–10	11, 12	13–16	17–21	22–25	Review

No course is designated for the work in synonyms, as this chapter is designed to be studied in connection with other work according to the convenience and the judgment of the teacher.

It is advised that if the course be but seven half years, Section XII of Chapter VI and Sections XVIII, XX (part), XXI, XXIX, XXX, XXXIV, XXXVI, XLIII, LIV, LXIII of Chapter X be omitted.

In case it is desired to complete the work in six half years, then it is advised to omit, besides the above, — in Chapter V, a part of Section III and all of Sections IV and V;

in Chapter VII, Sections VII–X, XXV–XXIII; in Chapter VIII, Sections VIII–XI; and in Chapter X, Sections XLVI, LIII, and LX–LXIII.

In the courses for seven or eight half years, such of these omissions as commend themselves to the judgment of the teacher may, of course, be made.

THE MECHANICAL DIFFICULTIES IN WRITING

There are two classes of difficulties which pupils meet in their efforts at composition: those of mechanism and those of thought, the latter including matter and expression. These difficulties should, so far as practicable, be overcome separately.

The mechanical difficulties include penmanship, spelling, punctuation, arrangement in paragraphs and upon the page. When these difficulties no longer trouble one, it is easier to write than to talk; for in writing, more time is given for thought than in talking, and the matter already written assists the thinking and suggests the form of that which is to follow.

It is not the province of this book to treat of penmanship and spelling; but ample instruction has been given upon the other mechanical parts of writing.

Nearly the whole field of mechanical difficulty has been cultivated, and most of the obstructions removed by the time the pupil has completed Chapter I and the first three sections of Chapter II; for these sections, with the accompanying work in dictation and punctuation, cover all difficulties of this character except certain work in punctuation and certain forms of written documents.

During the time devoted to these sections, not much attention should be given to the thinking of the pupils; the

teacher should not trouble herself so much about *what* the child writes as that he writes something readily and writes it in good form.

During this mechanical period of training, large classes are best, and there should be no correcting of papers by the teacher. Those who make the most mistakes should write their paragraphs upon the board, and the class should correct. A few pupils who write very well should write model forms upon the board.

Mistakes in spelling require special, early, and persistent treatment. The pupils' written exercises should furnish the material for a considerable portion of the spelling lessons of the class.

At the time of writing, young pupils should be encouraged to ask the teacher how to spell any word which they wish to use and which they do not feel sure they know how to spell. Older pupils should look up such words in the dictionary.

As pupils read their written work they may be asked about the spelling of certain words, their use of capitals and marks of punctuation. Thus these three elements of error may be considerably eliminated from the papers before they are handed to the teacher.

The papers of the class should lie upon the teacher's desk from the close of one written exercise to the beginning of the next, and during this time the teacher should look them over sufficiently to discover how well they are done and what the more common errors are.

At the beginning of the next lesson in language these papers may be handed to the class, each pupil receiving the paper of some one else, and mistakes may be marked.

Words misspelled should be underscored. Errors or omissions in the use of capitals and marks of punctuation may be shown by P placed at the beginning of the line in which the mistake appears. The sign √ placed at the beginning

of a line may signify that in this line there is some mistake other than in spelling, capitals, and punctuation.

Papers may then be returned to the writers, and each pupil may write upon a slip of paper the words misspelled and make in his copy the other corrections required.

If a pupil has any doubt about the correction of a marked sentence let him show it to the teacher, or copy it upon the board for the consideration of the class and the teacher.

The pupil making most mistakes in spelling should collect the slips containing the several misspelled words and copy the words upon the blackboard. These words should be studied and used later in a spelling or dictation exercise. After such an exercise all words that no pupil has misspelled may be erased and the rest may remain for further study.

It will not do, however, to make the search for mistakes in spelling, punctuation, and grammar the chief effort of the class critics. After these things have been sought out and marked, let the critics next look for sentences or constructions for which they can suggest improvement, and for omissions which they can supply. Finally, let them seek for points of excellence which deserve commendation. Usually, two or three of the better exercises should be copied upon the blackboard, and the elements that render them praiseworthy should be pointed out.

DICTATION

Dictation is the teacher's main reliance in her efforts to overcome the mechanical difficulties of her pupils. One good form of dictation work is as follows:

The teacher reads from the reading book or other textbook a paragraph which the class has studied before, though not for a dictation exercise.

The teacher reads it again, a few words at a time, pausing for the pupils to write. When the work is done each pupil compares his work with the printed paragraph in the book and corrects his mistakes.

CORRECTION OF ORAL ERRORS

Training to correct speech has a positive and a negative side.

The books which this manual accompanies set forth the positive side, which consists, speaking broadly, of furnishing the occasion for the use of correct forms of speech and assisting pupils to develop the power of using these forms. The negative side demands the exclusion from the language of the child of erroneous or inelegant forms, unconsciously imitated from the speech of those about him.

Incorrect language should be corrected whenever heard, not perhaps at the moment of utterance, for by so doing the child may be embarrassed and his current of thought broken, but at the first convenient opportunity. Besides this incidental correction, a wholesale crusade against bad habits of speech must be entered upon. The most common and serious fault in the speech of the children should be selected for special attack. The better form should be presented in contrast and made prominent. The pupils should be warned against this error in their own speech and led to criticise it in others.

It is not necessary to explain the grammatical or rhetorical principles which prove the expression to be a faulty one, but the form to be used instead should be carefully explained and always insisted upon.

Professor W. D. Whitney says, "If a child comes to school in such a state of training that he says *come* for

came, *done* for *did*, or *them* for *they*, and the like, he needs to be corrected outright, and the more authority and the less grammar about it the better."

CORRECTING PAPERS

The careful correction of the papers of individual pupils will not be profitable until Chapter V is studied.

Before this time, general instruction and blackboard illustrations are the means most useful to secure the mechanical perfection aimed at. During the work on reproduction the final treatment of the more common errors in punctuation and grammar should be disposed of, so that from this time on there may be greater consideration of the thought.

As to the rewriting of exercises by pupils, — if an exercise has been carelessly done, it should be rewritten.

For mistakes in spelling, give spelling drills rather than require the rewriting of a paper. Errors in punctuation are to be cured by careful discussion and explanation, followed by dictation exercises involving the point misunderstood. The common errors of grammar yield to a similar treatment. If the vocabulary is meager, write on the board words and phrases nearly equivalent and usable in the paragraph to be written; discuss them, and suggest that pupils select from this list or make an original selection, giving reasons for the choice.

Whenever you mark an error, try by a class drill or by conference with the pupil, to prevent its recurrence. Each pupil should have a language notebook, in which he writes matters to which he is to give attention; *e.g.*, the words he misspells, the rules for capitals or commas he neglects to apply, the words he confuses in use, as *shall* and *will*, the past tense and the past participle, the ambiguous use of the pronoun.

The teacher should have private conferences with pupils concerning the mechanism and the thought of their writing, particularly and in increasing degree, the thought.

Corrections are most profitable when they come from a growing standard within the child and a desire on his part to make his ideals real. Too much correcting by the teacher or fellow-pupils does harm.

It is better to write anew, not rewrite, after a month or so, than to rewrite anything which the pupil has tried to do well. If due pains has been taken, rewriting is a tiresome and comparatively valueless effort.

Many teachers fear to have pupils do written work which is not to be corrected by the teacher, lest the pupils fall into careless habits.

It is a great mistake to think that all work done by pupils must be criticised by the teacher. Where is the pupil's ideal of excellence? What personal interest has he to improve? What inspiration has the teacher given that exists independent of the teacher's pencil markings and lasts beyond them?

The only large incentives are (*a*) the interest of the pupils in their own work, (*b*) the fact that their classmates appreciate the degree of their success, (*c*) the steady interest of the teacher shown by help to do rather than by finding fault with things done.

CHAPTER I—INTRODUCTORY

SECTION I—THE SENTENCE

"A sentence is a group of words making a statement, a question, or a command," is a better working definition than the one which follows it. This definition includes the exclamatory sentence, for all exclamatory sentences will be found to be statements, questions, or commands so put as

to indicate emotion. Deal only with the simple sentence of the three fundamental kinds.

After the exercise on page 3 has been studied, have the pupils give orally a great number of declarative, interrogative, and imperative sentences.

When Exercise II, page 5, has been well done, extend the work in accordance with the suggestions at the beginning of the chapter. Insist on having all that has been learned exemplified in all the writing of the pupils, and teach nothing else until this is done.

CHAPTER II — LETTER WRITING

Go through the first section of this chapter and then go on to Chapter III.

Hereafter, for course of study, see Course of Study, page x of the text-book or page 9 of this manual.

Before your pupils attempt to study or do anything with this chapter, give them blackboard instructions upon a letter heading, showing just how it is written. Call attention to the spacing, the arrangement, the capitals, the commas, and the periods. Give no explanations why things are so, but simply say, "It is the custom of good writers to do so." Many writers prefer to write the date at the close of the letter instead of at the beginning, placing it at the left-hand side and lower than the signature, and writing out in full the day of the month. This form may also be taught.

After the pupils copy your blackboard letter heading accurately and in good form, let them write it from memory. Then let them make original headings — original as to items, not as to form or arrangement. Go slowly and thoroughly, so that no part of this work will need to be done again.

Teach in the same way the salutation and the conclusion. Then the letter in the book may be copied. Call attention

to the paragraphing. Require the punctuation to be copied, but give no rules for it.

Teach the superscription of a letter as the heading was taught. With the model letter on page 9 before the pupils, question them as to all the capitals and punctuation in the several parts of the letter, except the body (see page 8).

When the pupils have written the exercise on pages 9 and 10, let each pupil write a statement for the parts of a letter, as shown in this exercise. The papers may be exchanged and the proper forms written. The forms may be criticised by the pupils by whom the statements were prepared.

SECTION II—LETTERS OF FRIENDSHIP

These are taken to include all except business and social letters. There is nothing new to be taught about the *form* of these letters. The necessity of good penmanship and of a natural, easy style should be explained.

A letter of friendship is written for the pleasure of the person to whom it is addressed. Before it is written the writer should stop to think what the recipient will wish to know, and make a memorandum of the points to be spoken of. These points should be arranged in the right order and, if numerous, should be written down and kept in sight while the letter is being written.

All letters of friendship should be kind in spirit and complimentary in tone.

The visits, the parties, the excursions of the pupils will form excellent themes for such letters.

SECTION III—BUSINESS LETTERS

Explain to your pupils that every heading of a business letter should contain the particulars as to place that the receiver will need to know in addressing his reply.

The address should contain the items of the superscription, so that in case the letter is separated from the envelope it may furnish the data for the proper address. In business houses the superscription is usually written some time after the letter, and often by another person.

After the class is thoroughly familiar with the forms in the book and has written the exercises in part, other forms may be shown and the pupil may exercise his taste in his letters, or imitate that which he finds practiced by those whose letters he sees, if these are found to be a safe guide.

The girls in the class need special instruction as to their signatures. The most satisfactory form by which a lady can indicate her address to the person from whom she seeks a reply, is to write in the lower left-hand corner of her letter:

Please address
Miss Mary Smith
359 Prospect St.
Providence, R.I.

Some information as to the dead-letter office and the usefulness of a *Return* in the upper left-hand corner of the envelope may be given.

SECTIONS IV AND V—LETTERS OF INTRODUCTION AND RECOMMENDATION

Letters of introduction and of recommendation may properly furnish the occasion for advice to your pupils respecting these important missives. The giver of a letter of introduction should regard considerately the interests and the feelings of both the one for whom the letter is given and the one to whom it is addressed.

The necessity of carefulness and discrimination in letters of recommendation should be shown, and their after effects upon the writer should be pointed out.

SECTION VI — ADVERTISEMENTS AND LETTERS OF APPLICATION

Drill your pupils on these until you will not fear to have their letters seen by any one; not merely the letters written in class, but those that they may write in actual correspondence. Have poorly written letters read, corrected, and copied. Have the best letter each day put upon the blackboard for imitation. Advice as to paper and paper folding is always needed by beginners.

Get a newspaper containing a large list of *wants* and similar advertisements, cut these out and give one to each pupil to paste at the head of his letter sheet, and tell him to write a reply. Not merely a correct form of letter, but propriety of language should be sought. Talk with your pupils as to what is appropriate and inappropriate in such letters. Continue this work until you are proud of the letters your pupils write.

Additional Exercises in Letter Writing

Copy the following forms of address:

Watertown, S.D., Aug. 5, 1902.

Honorable William P. Smith,
House of Representatives,
Washington, D.C.

Dear Sir: —

Oakland, Cal., Nov. 6, 1902.

To His Excellency James H. Smith,
Governor of the State of South Carolina.

Sir: —

Bangor, Me., Jan. 4, 1902.

To His Honor, the Mayor of the City of Boston.

Sir: —

St. Louis, Mo., Dec. 9, 1902.

To the Honorable, the President of the Board of
Education of the City of Nashville.

Sir: —

Correct, arrange, and copy the following letter of excuse:

180 Moore St Oct 9 1902

Dear Miss earle will you kindly excuse my absence from school on monday and tuesday it was due to my illness respectfully yours mary Brown approved Mrs John Brown.

Correct, arrange, and copy the following letter of acknowledgment:

315 Wabash Ave Chicago ill Dec 28, 1902 My dear aunt I wish to thank you for the beautiful calendar you so kindly sent me. it will be a daily reminder of one whose esteem is highly prized by your nephew John Brown.

Arrange and copy the following notes:

Dear Julia will you dine with me to-morrow at six o'clock in company with a few friends of ours cousin may 259 state st. June 3.

My dear May. it gives me pleasure to accept your kind invitation to dine with you and your friends to-morrow Sincerely yours Julia 39 Adjutant ave June 3, 1902.

Arrange and copy the following letter of regret:

Dear Henry I regret that a previous engagement will prevent my joining you this evening. I trust you will have an enjoyable time ever yours George 257 Avon St. Sept. 18, 1902.

Correct, arrange, and copy the following letter of application:

Boston Mass June 17 1902

Messrs Farwell and Newton 364 Pine st city gentlemen in answer to your advertisement in todays Herald I respectfully

apply for the position you have named and enclose testimonials and references as required trusting these may be satisfactory I am yours truly David Jones Latham

Correct, arrange, and copy the following:

Chicago Ill Feb 5 1902 my dear mr smith I cheerfully recommend Vernon G. Wilson the bearer as a young man of ability and good character he has served me faithfully for two years and now seeks more remunerative employment he is ambitious but not more so than his abilities and training will warrant very truly yours Harvey G. Lane.

Correct, arrange, and copy the following letters:

Kansas City, Mo., June 25 1902

Dear Alice please accept my cordial congratulations upon your success in your recent examinations and your approaching graduation I will endeavor to be present at your graduating exercises on Thursday your sincere friend
Mary E. Nolan.

Muskegon Michigan June 1, 1902

My dear Ralph you have my full sympathy in your failure to be graduated with your class. your ill health and frequent absences are the occasion of your failure and not any negligence nor inability on your part wishing you success in all your future efforts I remain your true friend Stephen S. Perine

jan 5 1902 boston mass dear sirs when the goods ordered of you arrived here yesterday several breakages had occurred showing them to have been carelessly packed we return invoice with list of damaged articles and will remit amount due you when the corrected invoice is returned to us S. R. White & Co per j l hall tiffany & Co broadway new york.

CHAPTER III — DESCRIPTION

For the place of this chapter in the course of study for this book, see page x of the text-book or page 9 of this manual.

This chapter, like others in this book, begins with work that is easy, but it increases rapidly in difficulty. On this account it must be taken in order, and considerable intervals of time must elapse between the study of some of the sections. Sections I, II, and III are easy; Sections IV and V are more difficult; while Sections VI, VII, VIII, and IX are more difficult still, and can be taken only after the pupil has had some training.

Well-trained pupils can do Sections VI, VII, VIII, and IX in the middle of their grammar-grade course, while the same work is advanced enough for high-school pupils that have had no special training in composition.

SECTION I — DESCRIPTION OF OBJECTS: SECTION II — BIOGRAPHY: SECTION III — PARAGRAPHS

These sections are intended to teach the distinction between a paragraph which is a unit and a series of sentences in the form of a paragraph.

The indentation and arrangement of the paragraph, or the putting it upon paper, is to be taught. An admirable exercise for training in paragraph writing is to ask every pupil to write as the first exercise of the morning, or immediately after recess, a paragraph giving an account of something observed, heard, read, or thought during the last twenty-four hours. As many of the pupils as practicable should write upon the blackboard, the others upon paper. These paragraphs should be read to the class by the writers, and credit should be given for interesting matter and good form.

SECTION IV — DESCRIPTION OF ANIMALS

The making and using of an outline is here taught.

Pupils should now be trained to be unwilling to write at all until they have thought about their theme and formed a plan for their writing. When they write they should have two papers by them, — one on which the writing is to be done, and one containing the outline with notes of what is to be written. The pupil's time for thinking is when he is gathering and arranging his topics and noting his facts or thoughts. When the actual writing is done he should write rapidly, finishing in a few minutes.

Let several pupils, some of the best and some of the poorest, copy their descriptions upon the blackboard. Let the class criticise and the teacher suggest improvements in arrangement and in form of sentences.

The class may now rewrite their descriptions. While they are doing this the teacher may render individual assistance as she passes from pupil to pupil.

Further exercises in oral description :

(*a*) A pupil may describe an animal without naming it. When a member of the class guesses rightly the name he may continue the description with additional statements.

(*b*) A picture may be passed around the class, each pupil having a few seconds in which to observe it. Then at the call of the teacher, pupils may rise and describe the picture they saw.

(*c*) Several pupils may be given pictures to study and describe. When the pupil has described his picture to the class, let the class see the picture and judge the quality of the description.

(*d*) A picture in a geography, reader, or history may be selected for study ; then while the other members of the class

have the picture before them, several members of the class may describe the picture from memory.

When a class has gained sufficient skill in the work, the following general form for the description of pictures may be suggested: (*a*) What is in the foreground; the background; at the right; at the left? (*b*) Of the persons or things to be seen, describe position, action, appearance, character. (*c*) What is the general purpose of the picture? What does it illustrate?

SECTION V — DESCRIPTION OF THINGS

The description of things may, if the teacher desires, be carried on in the minute, detailed way that has been followed with the description of animals.

Good subjects for such work are: a candle, a pencil, a pen, a knife, a box, a kite, a wheelbarrow, a sled, a trunk, a bicycle, a carriage, an automobile.

But the purpose of this section is to attempt a higher kind of work, to show the value of apt selection rather than full detail, of suggestion rather than plain statement.

SECTION VI — DESCRIPTION OF PERSONS

Section VI is harmonious in style and purpose with Section V.

Exercise IV. — Whether your class will enjoy this work or not will depend largely on how much they have been trained to appreciate the literature they have read and especially the choice bits of description they have found.

If any of the class, after due assistance, appear unable to do the work in these exercises, let them have something easier to do while the more capable ones show their power to enjoy and to imitate the beautiful descriptions selected.

While your pupils are studying this chapter, correct the errors they make more by advice how to do and by the suggestion of right ways of doing than by the marking of the papers of individuals.

The time for such work has not yet come.

SECTION VIII — CONTRASTED DESCRIPTIONS

This work should not be undertaken until some months have elapsed since the first study of the preceding sections of the chapter. When your class is about to undertake this work review Section IV and then take Section VIII.

CHAPTER IV — NARRATION

Section XI of the chapter on punctuation should now be studied if it has not already been mastered.

Narration concerns itself with events; description, with things. Narration uses verbs and adverbs as description uses nouns and adjectives. The study of narration begins with personal experiences, continues through stories, heard or read, fables, and biographies, to history, which is the highest form of narration. Oral narration is more natural and more easily given than description. It is placed later in the course than description because of the difficulties in its written forms.

As an early training in narration the exercise described in the notes on Chapter III, page 22, in this manual may be commended. Encourage the children to tell what they did or saw last evening after school, this morning before coming to school, on Saturday last, their last vacation, their last excursion.

The desire to tell should give zest to narration. In the effort to interest others in their discoveries, real composition can be secured without drudgery.

SECTION I — STORIES TO BE IMITATED

Your pupils should be led to see the outline of events in the stories to be imitated, and to use these outlines in their own work.

For example, in the story of "The Two Goats" the outline evidently is:

1. The situation at first.
2. The action of the goats.
3. The result.

From this outline let the story be reproduced.

The same outline may be applied to the story of "The Two Farmers."

In the application of the outline to "The Two Farmers," the pupil will notice that *the result* has an explanatory statement added.

In writing an imitation of the story of "The Two Goats," the pupil should use the same outline. This outline also applies to Exercise II.

Let the pupils present satisfactory outlines for each exercise before attempting to write it.

Explain to pupils the difference between direct and indirect narration, and give them some practice in changing from one to the other. For instance, in Exercise III, the direct form is used. Let the pupil reproduce this narration from his outline in both the direct and the indirect form. Do the same with Exercise V and Exercise VIII.

Before doing Exercise IV, have the pupils write a reproduction of the fables to be imitated, and prepare an outline of each of them.

The pupils will notice that the direct form is the more vivid; the indirect, the more brief and convenient; that a combination of the two is usually the most effective.

SECTION II — STORIES TO BE WRITTEN

Write always from outlines. These should be arranged in the order of time as nearly as may be. An effort should be made by the pupil to reach in each story one interesting statement for which the preceding portion of the story prepares the way.

Of the eighteen topics select the half dozen or so that can be most readily written upon with some interesting result.

The following may be the outline for the illustration of the first proverb:

1. Shoemaker, busy, successful.
2. Led to change his business.
3. Poor success.
4. Returned again to his shoemaking.
5. Successful.
6. Moral.

CHAPTER V — REPRODUCTIONS AND ESSAYS

The note to the teacher, page 53, should be thoughtfully read, and then the notes in this manual.

Oral Reproduction

One of the best tests of a trained mind is the ability to reproduce a story accurately and fully. One of the best exercises in language training is reproduction. Reproduction is of thoughts, not of words nor of sentences.

For a child to be able to give readily and in good language the substance of what is told to him or of what he reads is an attainment of great value. His career as a pupil depends very largely upon the possession of this power.

Teachers usually try to train their pupils in this direction, but many fail because they do not attempt it wisely or with sufficient preparation. The pupil will reproduce better what he hears than what he sees. Narration is more readily reproduced than description. Hence stories told to the pupils should be selected for the first reproductions.

1. The work may be commenced by asking each pupil to tell a short story to the class, beginning with the pupils most forward and apt in this work, and continuing until all or nearly all have told two or more stories.

2. The teacher may tell short and interesting stories to the class, and have them repeated on the following day by several of the pupils. Fables, anecdotes, biblical and classical stories are suitable for this purpose. The story should be very interesting and long enough to prevent the pupils from remembering the exact words of the teacher, but not too long to have the incidents all recalled by the greater part of the pupils. It will do no harm to repeat the same stories over again after a few weeks.

3. The teacher may read a little story, stopping at the end of each phrase and sentence to give the explanations which seem necessary. There should be an animated and interesting conversation in which the pupils should take the larger part. "Do not talk to the children, but with them. The child is, above all things, active, and this activity should be afforded full opportunity to display itself. . . . It is not so much you who are to talk with the pupils as the pupils who are to talk with you." [Richter.] The explanations finished, the teacher will read the story a second time from beginning to end without interruption, and will then have it repeated from memory by several of the pupils, letting the other pupils supply any omissions or correct any misstatements. The story may be repeated on other days by other pupils until it can be told readily by any of the class.

Written Reproductions

Written reproductions should not be attempted until the class has reached a fair degree of facility and of correctness of expression in oral reproductions.

Oral expressions can readily be put into better form, if need be, through the suggestions of the teacher before crudities of expression have become fixed, as they would be by the use of the pencil.

It is fortunate that when we express ourselves in oral language, intent chiefly upon the thought, as we always ought to be in a first expression, the language that we use makes very little impression upon us, and we are not very likely to recall it. But if we write, the slowness and formality of the writing, and the sight of the words in their order in the sentences, tend to fix the words and their arrangement in the mind. Hence expressions should be put into the best form readily obtainable by the pupil, before they are committed to writing.

Method. After a story has been reproduced orally, and before it has become familiar by repetition, the teacher may write upon the board a little summary of the story or a column of catch words that will help the pupils to reproduce the story. The pupils may then be set to writing it, each in his own style, but fully and interestingly. During this writing the teacher may pass among her pupils to notice their work, giving an occasional suggestion or criticism, or she may stand by her desk ready to answer questions as to the spelling of words, the punctuation of sentences, or the best forms of expression.

When the time for writing has expired, all should be required to cease writing and to attend to the reading and criticism of what they have written. As they read their reproductions, one after another, these may be criticised

by the teacher or by the pupils as to (1) omissions, (2) incorrect statements, (3) faulty constructions.

Omissions should be supplied by other members of the class. Incorrect statements should be rectified and faulty constructions amended during a free and kind conversation between teacher and pupils.

It is not necessary that the teacher should look over the slates or papers for minute criticisms. The reading will suggest the main points.

The teacher of younger pupils may ask, What is your first sentence? How does it begin? How is it punctuated? How are the words spelled? Can it be improved? Appeal to the class to know if the answers are correct.

Exercises not well done should be rewritten. Young children are much more patient of these rewritings than older ones are, and all of the simpler and more common faults of writing ought to be extirpated at an early period.

Gems

Pupils from their first attendance at school to their entrance to the high school should learn every week some line, stanza, or paragraph, beautiful in thought and in language.

At first the sentiment, the moral influence of the passage, should be chiefly considered; but later the beauty and the force of the language and the breadth and the truthfulness of the thought must be regarded. For the first half dozen years of school life, all in a class should learn the same passages and recite them individually and in concert, receiving such paraphrase and explanation as may lead the pupils to get the thought and appreciate its dress.

Selections to be memorized are not included in this book, for much will depend upon the taste and must be left to the choice of the individual teacher. The sources of such gems as may suit the taste of all are not far for any one to seek.

SECTION I — REPRODUCTION WITH OUTLINE AND ABSTRACT

Pupils may have difficulty in writing any other abstract of the first exercise than that given in the book.

The following is another abstract. It will benefit the pupils to compare this abstract with that on page 55. Which is the better abstract?

The habit of keeping a diary is of great value to a boy. In it should be written down every evening the events of the day, even though not more than two lines are written.

Such a book should contain everything which interested the boy, his observations on the habits of birds and animals, what happened to them, and what was done for them.

The order of work should be:

(1) Study the selection to be reproduced.
(2) Make an outline of it.
(3) From the outline write an abstract.
(4) From the outline write a reproduction.

It is best to allow a day or several days to elapse between making the outline and making the abstract, so that the phraseology of the book may be somewhat forgotten and the pupil may rely upon his outline rather than upon his memory of the paragraph to be reproduced. On the other hand, it is best to write the abstract and the reproduction in immediate succession and to compare them closely.

Some pupils will write only abstracts when they attempt reproductions. For such pupils bring the four parts of the exercise more closely together, and let them compare their meager reproductions with the fuller ones of their classmates.

It is usually easier for pupils to reproduce what they hear than what they read. It is often well to have the outline and abstract prepared from hearing the paragraph, then the reproduction may be made after reading it.

At first this work should be done orally. After a pupil has read the paragraph to the class, the outline may be called for and, after discussion, agreed upon and placed upon the blackboard for later use.

When an abstract or a reproduction is orally given, different pupils may be called upon to supply any missing items. In so doing, not merely the item, but its position in the paragraph should be given. If an abstract only is being given, the question of the importance of the item supplied will be worthy of some debate.

While the selection to be reproduced is being studied for its outline, the teacher should question the pupils to lead them to reason about the situation and to appreciate the beauties, and, if the class be capable of it, to see the art of the author.

Exercise VI. — The thought to be expressed and the order of its presentation should be fully considered before any writing is attempted. Attend to the thinking before you write, and the style after you write. While writing express your thoughts as best you can.

The question of sentence structure and improvement of style comes mainly after the first draft of the composition. Sentences are to be improved after they are on paper rather than by much revolving them in mind before writing them.

SECTION II — ESSAYS ON MANNERS

Exercise I. — Spend a week, or two weeks, on this exercise, discussing the thoughts and their application. Show that several of the quotations mean very nearly the same thing; group them together; arrange the groups in good order for treatment; find the main thought in each group; state this thought in a short sentence; have every pupil copy these sentences upon paper, and with them at his hand, and the book laid aside, let him write as fully as he can upon True Politeness, making no quotations. While this is being done,

other work in language, advance or review, should, of course, be in progress, and form a portion, greater or less, of every recitation.

The method of writing a composition outlined above is the method to which the pupil should become accustomed in his treatment of all abstract subjects; except that, of course, he usually deals with his own thoughts rather than with those furnished to his hand, as here.

His method, then, will be: first, to write down all the thoughts that occur to him upon the topic; second, to investigate, read, converse, reflect, upon the points on which he wishes further light. At length he will begin the process which has been described in the directions for the treatment of this lesson.

The pupil should review this lesson every few months, treating it as freshly and fully as he is able, and comparing the result of his effort with what he has previously done.

SECTION V — VARIETY OF EXERCISES WITH A STORY AS THE BASIS

This section shows various exercises that may be founded upon one literary selection. Some are easy and some are difficult. If any are too difficult, or the thought at the basis of them is unappreciated, they should be omitted.

CHAPTER VI — A STUDY OF LONGFELLOW

If the class does no other formal language work in connection with the study of literature, then the work of this chapter may be extended over a considerable period of time. If other similar work is done by the class, this work may be taken as a model and less time may be spent upon it.

It is thought that the directions in the chapter are so complete that nothing further is needed.

CHAPTER VII — STYLE

Literary study and composition should go hand in hand. The literature furnishes both model and material, and thus becomes of great aid to the composition work.

On the other hand, after a thorough study of a literary selection there is lodged in the mind a great number of interesting facts and thoughts, which the effort at composition puts into a connected and unified form, and so brings order out of what might otherwise be confusion.

The teacher should keep a blank book into which she places, as she finds them, illustrations suitable for the several sections of this chapter.

A gradual accumulation of illustrations gathered from reading and from the pupils' own exercises will be of very great value. Teachers should exchange such illustrations with each other. By this means large lists, graded under the section numbers of this chapter, may be obtained with comparatively small effort.

SECTION IV — NATURAL POSITION OF MODIFIERS

The rule, "A modifier should not be placed between two words, phrases, or clauses in such a way as to make it doubtful which of them it modifies," is a very important one. The mistake condemned is often called *the squinting construction*, because it is difficult to tell which way the modifier looks.

SECTIONS V AND VI — NATURAL POSITION OF ADJECTIVE AND ADVERBIAL MODIFIERS

Take abundant time for these sections. Discuss fully with the pupils the effect on the meaning of the sentence of placing modifiers in different positions.

Collect from the compositions of the pupils and from the newspapers, examples of faulty construction of this character, and have them written upon the board for discussion and improvement.

SECTIONS VII, VIII, IX, AND X — ORDER OF EMPHASIS

The aim in the study of these sections is to secure an appreciation of the effect of position on emphasis. They contain, in the main, something to be talked about rather than something to be done. They are for the recitation period rather than the study period, and should be occasionally reviewed to renew and deepen the impression they ought to make.

SECTION XV — BREVITY

The pupil will probably be able to make all these sentences briefer, but he will not consider that in every case he has improved them. This fact will bring him very naturally to the consideration of the next section.

SECTION XVI — CLEARNESS

This section will require thought. The point of the exercise lies in the explanation.

The second part of the exercise affords an opportunity for discussion over the question, How far must we in common speech seek absolute accuracy when we are rightly understood without it?

SECTIONS XVII, XVIII, XIX, AND XX — AMBIGUITY

Direct pupils to ask themselves the questions: What did the one who wrote or spoke this sentence mean? What also may the sentence be taken to mean? How should it be

changed so that it will mean precisely what was intended and nothing else?

To answer these questions will often require much study, but it will be study of a very profitable character.

SECTION XXVI — METAPHORS

The teacher's aim should be to lead the pupil to appreciate the beauty of appropriate metaphors rather than to feel that a perplexing task is given him in endeavoring to comprehend and explain them. It is easier to recognize a metaphor than to explain it. This is an instance in which a pupil may "know how it is but cannot explain it."

The following hints are given to aid in explaining the metaphors in the exercise. If the teacher judges it advisable, these hints may be given to the pupils, some of whom will still find task enough in putting these explanations into good sentences.

1. See explanation above.
2. Root — that from which the trouble grows.
3. Ground — that on which my complaint rests.
4. Jewel — something beautiful and precious.
5. Gem — of small size and great value.
6. Fruit — product.

   Perhaps this may be called a *faded metaphor*.
7. Cloak — that which covers or hides.
8. Spring — source from which water flows.
9. Chain — that which binds together.
10. Music — that which attracts and pleases.

    Harp — source of music — pleasure.

Let the teacher hunt for metaphors in the reading exercises of her class, and keep the pupils on the alert to discover them. This is a task for months, not days. Allow much discussion, and let pupils have the joy of discovery.

SECTION XXVIII — CONTRAST

Ask your pupils to copy for you as many good, brief examples of contrast as they discover. Rearrange these in such English as your pupils would naturally write, and then hand them to pupils to be put into more complete contrasted form.

CHAPTER VIII — SECRETARIAL WRITINGS

The note to the teacher at the head of this chapter should be carefully considered.

To go through this chapter in successive lessons until finished would be a mistake.

If a Daily Doings Club, an Anti-Cigarette League, a Parliamentary Law Club, or some other society is established in the school, it will furnish a suitable opportunity for training secretaries to their duties, and the practical requirements of the business that may be devised will furnish the best possible exercises. A large part of the class, perhaps a third of their number, may serve at the same time as secretaries for short periods. Their records, notices, reports, etc., should be handed to the teacher. Some of these, the best, should be copied upon the blackboard and approved. A dozen or fifteen weekly or fortnightly meetings will afford opportunity to cover the entire work of the chapter.

CHAPTER IX — SYNONYMS

No better exercises can be found to render pupils accurate in thinking and in expression than the study of synonyms. To get the benefit of this work, however, the study must be careful and deliberate. The pupil must have time to do a large part of the work himself, and must not memorize the statements of distinctions that he does not see.

The best study of synonyms is incidental to the improvement of one's own writing in precision and variety.

When the pupil begins the study of a set of synonyms he should look up in the dictionary the meaning and use of each word, writing down the definition which seems most characteristic of the word, with a sentence showing its use. When he has so studied each word let him state what common element of meaning the words have, and then examine each word to see what additional element of meaning it has. In these additional meanings lie the distinctions in the words. Then let the pupil state the contrast of meaning or use of the words, as has been done in the illustrative examples in the chapter.

Not more than one set of synonyms should be discussed in one lesson, and several days may sometimes be required before the pupil will be ready to treat fully and clearly one set of synonyms.

There is a great difference in pupils in their ability to comprehend the distinctions in the meaning and use of words. To make this work difficult or puzzling is not profitable. Omit the study of all words with which your class will have much trouble or which they will not readily understand from your explanations.

CHAPTER X — GRAMMAR

It is believed that this chapter contains as much grammar as can profitably be studied in grammar schools. There has been an attempt to arrange the matter in an order convenient for study, the easier portions coming early, and at the same time to preserve the logical order of the parts.

Omissions that may be made are noted in the several sections.

SECTION I — THE SENTENCE

A declarative sentence which is exclamatory may be called an *exclamatory declarative sentence.* So we may name sentences *exclamatory interrogative* and *exclamatory imperative.*

In the exercise, the first sentence is interrogative; the second, declarative; the third, imperative; the fourth, declarative; the fifth, exclamatory declarative; and the sixth, exclamatory imperative.

Say as little as practicable about exclamatory sentences until your class is well grounded in grammar.

SECTION II — THE SUBJECT AND THE PREDICATE

Spend much time in dividing simple, easy sentences into subject and predicate. Good sentences for this purpose must be found or made. Ordinary paragraphs will not answer the purpose at this stage of the pupil's advancement. Establish in the pupils the habit of beginning the grammatical study of every sentence by seeking first the predicate, then the subject, and last the modifiers, connectives, and independent elements.

In the earlier study, the simple subject and simple predicate, not the modified, should be named.

SECTION IV — THE PRONOUN

Pupils should learn the list of pronouns so that they will be as familiar as A, B, C.

See if any of your pupils can discover a reason for the arrangement of the pronouns in II.

The pronouns given are only one kind of pronouns, but your pupils need not be told that at this time.

SECTION V — THE VERB

Definitions are of little use in giving pupils the idea of the verb. The verb is the predicate-making word; it is the doing word, the telling word, the asking word, the commanding word. Have pupils learn the list of words that are always verbs or parts of verb-phrases.

Illustrate the exceptions; as, the month of *May*, a strong *will*, a tin *can*, the *must* in vinegar, the *might* of a strong man. These exceptions should not prevent the pupil from relying on the general statement that all the words in the list are usually verbs and most of them always verbs.

Spend some weeks in having the pupils find in their reading books nouns, these verbs, and the pronouns they have learned, until the eye becomes quick to see them. Take time for such work. It will prevent many nonsensical mistakes later. Do not go on to Section VI until this has been thoroughly done.

Of course, during this practice, work in the other chapters of the book will occupy the major portion of the recitation period.

SECTION VI — MODIFIERS

In the exercise do not have pupils attempt to separate the phrases into parts; treat them as wholes. In the sixth sentence, *on the top of Mt. Washington* modifies *blows*.

Call the attention of the pupils to the fact, illustrated in the tenth and fourteenth sentences, that a modifier of the predicate may stand before the subject.

SECTION VII — THE ADJECTIVE

On the first study of this section omit all about descriptive adjectives, articles, and numeral adjectives. Go from the definition of the adjective to the treatment on the next page

of predicate adjectives; then take the exercise. A month or two later, when this section is reviewed, have pupils study the entire section.

In the exercise find first the nouns and then the adjectives which modify them.

SECTION VIII — THE ADVERB

In an exercise like this you will secure better results by telling your pupils in advance just what they are expected to accomplish; thus, when assigning the lesson say to the class, Copy these sentences, underlining each adverb. You will find at least two adverbs in each sentence; in the seventh and eleventh there are three.

SECTION IX — THE CLAUSE

The term *clause* is here used as equivalent to what is called by some grammarians *member* of a sentence. It has, of course, other meanings than that to which it is here restricted. In this book, however, it is used only in the sense defined.

Do not drill upon clauses until your pupils are ready to take Sections LV–LIX.

SECTION X — THE PHRASE

In the exercise, the phrases in the first stanza are *with kisses*, *about me*, *of the Bishop*, *of Bingen*, *in his Mouse-Tower*, *on the Rhine*. Let the rest of the exercise, and also the exercise on page 179, be written in the same way.

Review work may be given by asking the pupils to find the nouns, pronouns, adjectives, and verbs in each sentence in this exercise.

SECTION XI — THE PREPOSITION

It will be profitable to give your pupils considerable practice in finding prepositions: thus, say to pupils, In the exercise on page 179 there are twenty prepositions; make a list of them in the order in which they appear. In the exercise on page 177 there are fourteen.

Give pupils paragraphs in their readers from which to select the prepositions.

REVIEW QUESTIONS — SECTIONS I–XIII

Name the parts of speech. What is a sentence? What are the kinds of sentences? Define them. What are the parts of sentences? Define them.

What parts of speech may be the subjects of sentences? What part of speech may be the predicate of a sentence? Which parts of speech are modifiers? Which parts of speech may have modifiers? Which parts of speech do not have modifiers? Which parts of speech are connective words?

What is the difference between a noun and a pronoun? an adjective and an adverb? a preposition and a conjunction? a phrase and a clause?

Which part of speech is used as a substitute for another part? What part of speech modifies a noun? a pronoun? an adjective? a verb? an adverb? What is an antecedent? What is a verb phrase? an adjective phrase? an adverbial phrase? What part of speech is always used as the connecting word of an adjective or adverbial phrase? Name the words that are always pronouns; those that are always verbs.

On the final study of these sections, add the following:

What kinds of adjectives are there? How many articles are there? To which part of speech do they belong? Is an adjective modifying a pronoun always a predicate adjective? Is a clause ever found in a simple sentence?

What two parts of speech compose an adjective phrase? an adverbial phrase? What parts of speech have case? A noun or pronoun in a phrase is in what case? Can you write a phrase that has in it a noun in the objective case and a noun in the possessive case? Can you write a phrase that has in it a noun in the nominative case? A clause of two words is composed of what parts of speech? A clause of three words is composed of what parts of speech?

SECTION XIV — COMPLEMENTS

This subject of complements is difficult and will require time for its comprehension.

When the lesson is assigned, the teacher should read it and discuss it with the class as far as the bottom of page 183; then the class may study it, and the discussion be renewed and, if need be, repeated the next day. Two days may be spent upon the exercises. The subject should now be dropped for a week and then studied again. Make clear to the class that there are three kinds of complements.

SECTION XV — ANALYSIS

Oral analysis should precede written. Take Section XV and the exercises in Section XVI in oral form; then go back and use the written form for the exercises in both sections. It is not intended that analysis should be dropped when these two sections have been studied, but that sentences should be assigned for analysis from all the suitable exercises which follow and from other sources.

REVIEW QUESTIONS — SECTIONS XIV–XVI

What is a complement? What is a compliment? With what part of speech is a complement used? In what part of the sentence is it usually found? What parts of speech may

be a complement? Give an example of each. What is a complete verb? an incomplete? What are the elements of a sentence? What is analysis? What is parsing? In what order are you to look for the elements of a sentence in analysis? Name the kinds of elements there may be in a sentence.

On the final study of these sections add these questions:

What is the distinction between a part of speech and an element of a sentence?

In the sentence, Naming the elements of a sentence and stating their relation to each other is called *analysis*, how many parts of speech? how many words? how many elements? Is every element a part of speech? Is every part of speech an element? Every preposition is a part of what kind of an element? What are the principal elements of a sentence? the modifying elements? the connecting elements? the independent elements?

What part of speech may be the subject of a sentence? the predicate? the complement? the modifiers? the connective? When is a noun complement in the nominative case? in the objective case? What kind of verbs are followed by complements? What kind of incomplete verbs have their complements in the nominative case? in the objective case?

SECTION XVIII — THE ADJECTIVE AND THE ADVERB: HOW DISTINGUISHED

Omit this section until the last term of study of this book.

REVIEW QUESTIONS — SECTIONS XVII–XVIII

What is an adjective? an adverb? In what ways are they alike? in what ways do they differ? What are the degrees of comparison? How is the comparative degree

formed from the positive? the superlative? What does the suffix *ish* denote when joined to an adjective?

What words are sometimes used to aid in forming the comparative and superlative degrees of adjectives? In such use, what part of speech are they? What part of speech are *very*, *rather*, *more*, *least*, *somewhat*, when placed before adjectives?

What is the distinction between *bad* and *ill*? *much* and *many*? *farther* and *further*? *little* and *few*? *nearest* and *next*? *latest* and *last*? *older* and *elder*? *nighest* and *next*? *foremost* and *first*?

How do you distinguish between an adjective complement and an adverbial modifier? What kinds of adjectives can you name? Adjectives that can be compared are of what kind? Can numeral adjectives be compared? Can adjectives denoting an unchangeable quality be compared?

SECTION XX — NUMBER

Omit IV–XII until near the end of the course.

SECTION XXI — THE NOUN: ABSTRACT, VERBAL, AND COLLECTIVE

Omit this section until near the end of the course.

REVIEW QUESTIONS — SECTIONS XIX–XXII

What are the two kinds of nouns? What is the distinction between them? Name some kinds of common nouns and give examples. Do the kinds you have named include all common nouns?

What is number? Give two general rules for the formation of the plural of nouns. Do all nouns admit of the plural number? Name some nouns used in the singular

only; some used in the plural only; some plural in form and singular in meaning.

Give a rule for the formation of the plural of nouns ending in *y*. How do proper nouns form their plurals? compound nouns? letters and figures?

What is gender? Name the genders. Name the pronouns of the masculine gender; the feminine; the neuter. In what ways is the gender of nouns indicated? Name ten masculine nouns and the corresponding feminine nouns. Why are the nouns in the following sentences neuter? My name is John. I drew a girl in my book.

SECTION XXIV — CASE: THE NOMINATIVE

Turn back to the exercise in Section II, page 166, and find the nouns and pronouns in the nominative case; find them in the exercises on pages 172, 179, 185, 186, 188, 189, and 190, and then in the exercise in this section. Take pains with this work, discussing all troublesome words carefully.

The statement, A noun or pronoun whose case depends on no other word is in the nominative case, seems like a contradiction. Grammarians speak of nouns really in no case, that is, in no relation to other words, as in the nominative case, from analogy to Latin grammar, on which a good deal of English grammar is based as to terminology.

Part II of the exercise is designed to call attention to a troublesome construction and show pupils some of the verbs that take a predicate nominative. Have pupils point out the examples in Part I of the same construction.

SECTION XXV — CASE: APPOSITION

When *or* or *as* unites a noun in apposition to the noun it modifies, it is a conjunction and should be parsed as such.

SECTION XXVI — CASE: THE POSSESSIVE

There is a possessive case in each sentence in the exercise. In one sentence there are two. Have pupils find them before attempting the analysis. Which sentence shows that one possessive case may depend upon another? Have pupils name the case and construction of all the nouns in the exercise.

SECTION XXIX — ADVERBIAL USE OF NOUNS

Omit until near the end of the course.

SECTION XXX — MODIFYING COMPLEMENTS

Omit until near the end of the course.

REVIEW QUESTIONS — SECTIONS XXIII-XXX

What is a verb? a transitive verb? an intransitive verb? a complete verb? an incomplete verb? What complement do transitive verbs take? Are all transitive verbs incomplete? Are intransitive verbs complete or incomplete? Give an example of a complete intransitive verb. Of an incomplete intransitive verb.

What is case? In what case is the subject of a verb? the complement of an intransitive verb? of a transitive verb? Name five constructions of a noun or pronoun in the nominative case.

Table of the Nominative Case

1. Subject of a verb.
2. Complement of an incomplete verb.
3. Used in an address.

4. Used in an exclamation.
5. Used in a title or signature.
6. Used independently with a participle (Section LXI).

Give an example of each use (except 6).

In what case is a noun in apposition? What case has a special form? What is this form? When is a noun in the objective case?

Explain the several constructions of the objective case shown in the following:

Table of the Objective Case

1. With a preposition.
2. With a verb.
   - *a.* Direct object.
   - *b.* Indirect object.
   - *c.* Adverbial object.
   - *d.* Modifying complement.

To what kind of phrase is an indirect object equivalent? What is the distinction between a direct object and an indirect? a direct object and an adverbial? What beside a noun or pronoun may be a modifying complement?

They made him captain.
They made him tell his name.
They made him very unhappy.
They made him an apology.

In the four sentences above, there are five direct objects, one indirect, one modifying complement which is a noun, one which is an adjective, and one which is an infinitive. Find these.

Write one sentence containing a noun used as a direct object, indirect object, and adverbial object.

SECTION XXXIII — THE RELATIVE PRONOUN

The construction of the relative *what* is a difficult one. In the sentence, "The path of duty lies in *what* is near," the antecedent part of *what* is a pronoun, objective case, and object of the preposition *in;* the relative part is a pronoun, nominative case, and subject of the verb *is.*

Instead of saying antecedent part and relative part, the pupil may be taught to say *what* is equivalent to *that which; that* is a pronoun, objective case, object of the preposition *in; which* is a relative pronoun, agreeing with its antecedent *that,* nominative case, subject of the verb *is.* After pupils have completed the exercise as directed, have them parse the relative pronouns in the exercise.

SECTION XXXIV — THE INDEFINITE RELATIVE PRONOUN

Omit until near the close of the course.

SECTION XXXVI — THE ADJECTIVE PRONOUN

Omit until near the close of the course.

SECTION XXXVII — DECLENSION

The distinction between *my* and *mine*, *her* and *hers*, etc., is that the first form has an adjective use, and the second a substantive, or noun, use. *Mine*, *ours*, *thine*, *yours*, *hers*, and *theirs* may be called possessive pronouns, and are used in the nominative and objective cases. *His* is used both adjectively, as a pronoun in the possessive case, and substantively, as a possessive pronoun in the nominative or objective case. Parse these words as they appear in the exercise in this section.

REVIEW QUESTIONS — SECTIONS XXXI–XXXVIII

What is a pronoun? the antecedent of a pronoun? a personal pronoun? How many personal pronouns are there? Make a list of those which are of the first person; the second; the third. Name the compound personal pronouns. How are they formed? In what cases are they used? What is a relative pronoun? Make a list of them. What is an indefinite relative pronoun? Make a list of them. What is an interrogative pronoun? Name them. What is an interrogative adjective? Name the interrogative adjectives. Where is the antecedent of an interrogative pronoun to be found? of a relative pronoun? of a personal pronoun?

What pronouns contain in themselves their antecedents? What is an adjective pronoun? What is the distinction between an adjective pronoun and a pronominal adjective? What is declension? comparison? conjugation? Decline *I*, *you*, *he*, *she*, *it*, *who*, *which*.

SECTION XXXIX — VOICE

The exercises in the several sections may be used not only as directed, but also as exercises in analysis and parsing. By so using them the knowledge of the class will become clearer and more available.

REVIEW QUESTIONS — SECTIONS XXXIX–XLI

What is voice? What voice does an intransitive verb have? a transitive? What is mode? What modes do verbs have? What is tense? Name the tenses. Define each tense. Name the tenses in each mode. What is an auxiliary verb? a principal verb? What is a simple verb? a verb phrase? a compound tense? What is the subject of a verb?

In what respects does a verb agree with its subject? What is an infinitive? a participle?

SECTION XLIII — NUMBER OF VERBS

This section should be omitted until near the end of the course.

SECTION XLIV — THE INFINITIVE AND THE PARTICIPLE

The purpose of this section is to introduce the infinitive and the participle so that their simpler uses may be recognized. Do not spend much time now with this lesson, nor attempt to teach more about these forms than is here given.

SECTION XLV — REGULAR AND IRREGULAR VERBS

Teachers who do not wish to introduce the term *root* can avoid it by saying *present infinitive* instead. It will not be well to spend time learning the principal parts of all the irregular verbs. That knowledge is better gained incidentally by asking for these parts when irregular verbs are parsed. Children learn these forms mostly by talking and listening. Those which they do not learn in this way can be taught by the teacher.

SECTION XLVII — CONJUGATION: THE AUXILIARIES

The conjugation of the auxiliaries at the outset of the study of conjugation simplifies very much the pupil's task. It is essential that the order of the book should be followed here. If the pupil is puzzled by calling *shall* and *will* present tense, *should* and *would* past tense, explain to him that this has reference to their form and meaning when used alone; but that used as auxiliaries *shall* and *will* are used in future tenses, *should* and *would* in past potential phrases.

When the forms of conjugation become familiar, accustom the pupil to use, so far as can readily be done, other subjects than the personal pronouns.

SECTIONS XLVII–XLIX — CONJUGATION

The pupil should be led to notice how the conjugation of a verb is built up.

The verb has no variation for person and number except in the indicative mode, and there only in the forms with *thou* (*est* forms, sometimes contracted to *st* or *t*; ask the pupil to find examples of these contractions and to show what omissions have brought the word to the form of it now used) and the third person singular of the present tense, an *s* form (sometimes *eth*).

The present tense is from the first root of the verb, and the past from the second.

The future tense is made by adding the first root to the present tense of *shall* and *will.* The remaining tenses are formed by adding the third root to the present, past, and future of *have.* This is true of *have* itself as well as of all other verbs.

SECTION XLVIII — CONJUGATION: THE VERB *HAVE*

The pupil should realize that *have* is here conjugated as a principal verb; as, *I have an apple;* and that *have* as an auxiliary has the same forms, not the same tenses, as *have* as a principal verb.

SECTIONS XLIX–L — CONJUGATION: THE VERBS *WRITE* AND *BE*

The pupil should write the conjugation of *write* and *be* as the conjugation of *have* is written.

Omit for the present Sections LI, LII, LIII, and LIV.

REVIEW QUESTIONS — SECTIONS XLV–LIV

What two kinds of verbs are there as to form? as to use with complements? as to use with objects? as to number of forms? Define these eight kinds of verbs.

What is conjugation? What are auxiliary verbs? principal verbs? What are the principal parts of verbs? Name the auxiliary verbs. Of these auxiliaries, *shall*, *will*, and *have* are used in regular forms; *may*, *can*, and *must* in potential forms; *do* in emphatic, interrogative, and negative forms; *be* in progressive and passive forms.

Name the simple tenses in each mode; the compound tenses. In which modes is *do* used? in which tenses? In which tenses of the indicative mode is *have* used as an auxiliary? What rules can you give for the use of *shall* and *will?*

SECTION LV — CLAUSES AND CONNECTIVES

Study the first page of this section and then omit for the present the remainder.

SECTIONS LVI–LIX — THE SENTENCE: THE CLAUSE

Study these sections carefully and then review, beginning with Section XIV, Complements. In the review take the sections and parts of sections omitted in the advance. Then take Sections LX and LXI. Sections LXII and LXIII are for reference.

REVIEW QUESTIONS — SECTIONS LV–LIX

What is a phrase? a clause? a member of a sentence? an element of a sentence? a part of speech? What two kinds of elements are there as to use? When are elements coördinate? What is a principal element? a subordinate? What three kinds of subordinate clauses? What two kinds

of subordinate phrases? What are coördinate connectives? subordinate connectives? Name the kinds of subordinate connectives. What are correlatives? What is a sentence? What kinds of sentences are there as to use? as to form? What kind of connectives unite the clauses of compound sentences? complex? What is an adjective clause? What is the usual connective of an adjective clause? What is an adverbial clause? Give an adjective clause in which the connective is a conjunctive adverb. Give an adverbial clause in which the connective is a conjunctive adverb. What is a noun clause? What constructions may a noun clause have? Give an example of each.

REVIEW QUESTIONS — SECTIONS LX–LXI

What is an infinitive? a participle? What modifiers may they have? what complements?

What tenses does an infinitive have? a participle? Do infinitives and participles have voice?

Give the infinitive forms, active and passive, of five irregular verbs; of two regular verbs. Give the participles of five irregular verbs; of two regular verbs. The infinitive is generally used as a noun. Give a sentence in which the infinitive is a subject; a nominative complement; an objective complement; a modifying complement; in apposition with a noun; the object of a preposition.

After what verbs is *to*, the sign of the infinitive, usually omitted? What is the usual construction of the infinitive after these verbs?

What are independent elements? What part of speech is always independent? What parts of speech are sometimes independent? What parts of speech are never independent? Name the eight forms of independent elements. Which of them have you studied before? In what case is a noun or pronoun when used independently?

CHAPTER XI — PUNCTUATION

There should be much practice in punctuation in connection with the study of this chapter.

A duplicating press is a great convenience in preparing exercises in punctuation for pupils. Such exercises may also be given as dictation exercises, or may be written upon the blackboards without capitals and marks of punctuation. As another plan, let pupils copy, without capitals or marks of punctuation, the exercises in punctuation in this book, and hand them to you at the recitation period.

At a subsequent lesson give these exercises to the class for completion. Pupils may copy without capitals and marks of punctuation certain paragraphs from their school books, each pupil having a different paragraph to copy. The paragraphs may be exchanged in class for completion. If the incomplete paragraphs are not marked or written upon, they may be used many times over. Take care to select paragraphs not containing punctuation in advance of the study of the pupils, and do not allow certain marks to be used without explanation. Refer to the directions in Section XXVII as occasions for their use arise.

Begin the treatment of punctuation by reviewing Chapter I of this book in the following manner: Have your pupils observe the use of capitals in the chapter. What rules for the use of capitals can they make? What rules for the use of the period? interrogation point? exclamation point?

Have them now study Section VI, Terminal Marks, in the chapter on punctuation. What illustrations of these rules are found in the first chapter? What uses of the dash are found in this chapter?

(*a*) When *as* introduces an example it is followed by a colon and a dash, if it comes at the end of a line. (See p. 240.)

(*b*) When a quotation is followed by the name of its author a dash is placed before the name, if it is printed continuously with the quotation.

If *Shakespeare*, Exercise I, example 1, page 4, had been printed at the right of the line on which it stands, no dash would have been used. (See examples on pp. 60 and 61.)

Ask pupils what use of colon and dash (: —) is found in Chapter I? What use of semicolon with *as* (; as)? What other words introducing examples or illustrations are punctuated like *as?*

Give the rules for all capitals and marks of punctuation, except commas and some semicolons, in Chapter I.

Study Section I, Chapter XI. Find many illustrations, in this book and elsewhere, of the use of capitals.

NOTE. — Capitals are used less than formerly, and sometimes their use is a mere matter of taste. A geographical common noun, like river, island, mountain, lake, street, county, is not to be capitalized unless it is an essential part of a name. We usually write Lake Michigan, but Michigan lake.

A title of honor or office is capitalized only when joined with a proper name. However, as an exception, capitalize the title of the chief ruler of a state or nation. Write, Colonel Atwater is president of the company; George Washington was first President of the United States; James Brown, Esq., is pleased to have esquire written after his name; the state vs. the city of Lynn.

Have pupils study Sections II and III, and note that titles used with names are usually abbreviated, and that titles following a name are separated from the name and from each other by commas. Many illustrations of Section III may be found in Chapter II.

Have pupils learn the following abbreviations: Mr., Messrs., Mrs., Mmes., Jr., Sr., Esq., Hon., Fr. (only before the name of a divine), Rev., Rt. Hon., Bro., Prof., Supt.,

Capt., Col., Gen., Lieut., 2d Lieut., Gov., Atty.; the days of the week, the months of the year, the states of the Union.

SECTION IV — THE USE OF THE APOSTROPHE

Note the two uses of the apostrophe. Find examples of each.

At before the name of a firm requires the use of the possessive case; as, at Jordan and Marsh's.

SECTION V — THE USE OF THE HYPHEN

Note the two uses of the hyphen. A sufficient number of examples of the first use will be found in the pupil's own writing. Teach this use with care. The second use requires scholarship. For young persons there is nothing better than to rely on the dictionary.

SECTION VI — TERMINAL MARKS

Have pupils find numerous examples of each rule for the use of the period. Rule 4 is an important one and should be studied with the explanations under it until it is thoroughly understood and examples of its application are readily found.

SECTION VII — THE COMMA IN A SERIES

Many writers do not use the comma before the conjunction preceding the last term of a series. Usually newspapers do not insert a comma at this place; but books and the higher-class magazines do.

Have the pupils find all the illustrations of the use of the comma in a series in the seven rules of Section VI.

The comma after *polite* in the sixth example, page 294, follows the rule in Section X. The other commas in this

example follow both Section VII and Section X, the several pairs of words being considered the parts of a series.

SECTION VIII — THE COMMA WITH WORDS OF ADDRESS

It will be easy to find examples of this use of the comma. Exercise II directs the pupil to explain the punctuation in certain examples. This explanation and all similar explanations should include, not only the marks used in illustrations of the rule, but also all the capitals and marks of punctuation to be found in the examples.

SECTION IX — THE COMMA SHOWING THE OMISSION OF WORDS

Note that the day of the month is not separated from the name of the month.

The rule in this section, as has been before noticed, applies also to titles following names. To what commas in the forms for letters does the rule in Section VIII apply? to what the rule in Section IX? Find illustrations of these rules in Chapter II.

Notice the use of the semicolon in this section. When the divisions of a sentence contain commas, these divisions are separated by semicolons.

SECTION X — THE COMMA WITH WORDS IN PAIRS, AND AFTER *YES* AND *NO*

Have your pupils copy the following paragraph and explain the use of the first six commas. The others they will learn about later.

Light and darkness, heat and cold, hunger and food, sweet and sour, solid, liquid, and gas, circle round in a wreath of pleasures, and, by their agreeable quarrel, beguile the day of life. — *Emerson.*

SECTION XI — DOUBLE QUOTATION MARKS

Pupils may study Section XI as far as the exercise; then copy the first four examples at the top of page 298, and the first, third, sixth, seventh, and eighth examples, page 299. Ask them to give the rules for the capitals, periods, interrogation points, quotation marks, and commas in the exercises they have written. For the second comma in the second sentence see Section XVIII; for that after *to-day*, eighth sentence, see Section XVII.

Have them change the sentences in Exercise I, and then take Exercises II and III. They should be asked to insert only such marks of punctuation as they understand the use of.

SECTION XII — SINGLE QUOTATION MARKS

When pupils have studied Section XII as far as Exercise II, ask them to explain all the capitals and marks of punctuation in the sentences which they have just studied, except the comma after *liberty* in the second example. (See Section XVII.) They may then take Exercise II, as directed.

Note, on the use of quotation marks, that they may sometimes be omitted; for example:

When his tempters demanded that Jesus should show them a sign from heaven, "He answered and said unto them, When it is evening, ye say, It will be fair weather: for the sky is red. And in the morning, It will be foul weather to-day: for the sky is red and lowering."

To put quotation marks around the inner quotations above would be cumbersome and distinctly confusing. The change from the words of one speaker to another is sufficiently indicated by the use of the capital letters.

SECTION XIII — THE COMMA WITH NOUNS IN APPOSITION

If your class has studied apposition in grammar they may now take Section XIII; otherwise, take Section XIV.

SECTION XIV — THE COMMA WITH PARENTHETICAL EXPRESSIONS

The rule in this section has many applications requiring good judgment. It cannot be expected that pupils will use it infallibly at first. After studying the section it will be well for the teacher to give the class training in hunting for illustrations of the application of this rule. Ask each member of the class to select from a certain reading lesson as many illustrations of this rule as he can find; at another time to see how many illustrations he can find in his geography or history.

SECTION XVI — THE COMMA WITH WORDS IN THE SAME CONSTRUCTION

Words and terms in apposition, words in pairs, and words in series are particular instances of "words in the same construction."

SECTION XVII — THE COMMA IN COMPOUND ELEMENTS

An effort has been made to bring those rules of punctuation for whose application no knowledge of grammar is required, as early as possible, consistent with the plan to treat each mark of punctuation by itself.

From this section on, some knowledge of grammar will usually be a prerequisite to the ready application of the rules of punctuation. But this knowledge existing, the application of the rules which follow is often easier than of some which precede.

SECTION XVIII—THE COMMA WITH ADJECTIVE ELEMENTS

This is one of the most difficult rules of punctuation, and it is very important that it should be well understood.

Many examples of explanatory and restrictive adjective elements should be selected, and the difference between them gradually and fully pointed out.

In addition to the exercise in this section, examples of restrictive adjective clauses may be found in Section LVII of the chapter on grammar.

SECTION XIX—THE COMMA WITH ADVERBIAL ELEMENTS

This rule is most often applicable to the adverbial element at the beginning of a sentence. Examples of this use of the comma are readily found and easily comprehended. Rules in Sections XVII and XIX will cover the punctuation of clauses of complex sentences.

SECTION XX—THE COMMA AFTER THE SUBJECT

The comma should not be used under this rule unless it separates two verbs, one of which belongs in the subject, or is needed to show where the subject ends and the predicate begins.

SECTION XXI—THE COMMA WITH INDEPENDENT ELEMENTS

This section has already been studied in part. At this time, further study should be made only as far as the grammatical constructions involved are understood by the pupils.

It will be best at this point to interrupt the detailed study of punctuation by sections, and to devote some months to a study of punctuation as shown in well-punctuated texts.

Begin, for example, with Chapter II, page 6, and ask the pupils to notice each capital and mark of punctuation on the page, both in the text and exercises, and tell, or refer to, the statement in the chapter on punctuation that applies to the case. Explanations should be given, not only of the comma, the chief mark of punctuation thus far studied, but also of all the marks of punctuation which are already partially understood and can hereafter be best studied by noting and explaining them as they are found in the text examined.

This exercise and the punctuation of dictated sentences and paragraphs should be continued a few minutes daily for a long time. Pages of the history or geography may be used in the same way, and preferably, for the sake of variety.

SECTION XXII — THE SEMICOLON

The semicolon has been studied somewhat already. The entire section should now be taken. The examination work in geography, history, and physiology will probably provide many illustrations of the use of the semicolon.

SECTION XXIII — THE COLON

Several uses of the colon have already been observed. It is a mark of punctuation that will not be often used by school children. Its use can best be taught by calling attention to it when it is found, and explaining why it is used in the particular instance observed.

We observed under the semicolon that divisions of sentences containing commas should be separated by semicolons. This rule might be enlarged so as to read, Divisions of sentences containing semicolons may be separated by colons.

SECTION XXIV — PARENTHESES AND BRACKETS

As the difference between the use of parentheses and of commas to inclose parenthetical expressions is simply one of degree, so the use of the brackets indicates a greater separation from the context of the words inclosed than would be shown by the use of the parentheses.

SECTION XXV — THE DASH

No special directions for the study of the dash are required. The contrast expressed sometimes by the use of the dash is stronger than that shown in similar instances by the comma.

SECTION XXVI — AN EXERCISE IN PUNCTUATION

Much study of miscellaneous exercises in punctuation is required to give readiness and confidence to pupils.

The exercise in correct form is repeated in the miscellaneous exercises for the convenience of the teacher who may wish to direct a pupil to copy it upon the blackboard.

SECTION XXVII — MARKS OF CORRECTION

It is supposed that most of the directions here given have been already learned as the need of them has been felt. They are here gathered for convenience.

MISCELLANEOUS EXERCISES IN PUNCTUATION

The Mississippi Pilot

A passenger said to a pilot on a Mississippi steamer, "How long have you been a pilot on these waters?"

The old man answered, "Twenty-five years, and I came up and down many times before I was pilot."

"Then," said the passenger, "you must know every rock and sand bar on the river."

The pilot smiled at the man's simplicity and replied, "Oh, no, I don't; but I know where the deep water is."

That is what we want, to know the safe path and keep it.

Took a Country

A British soldier was recently conducting a party from the United States through the citadel at Quebec. One of the party, a small maid of nine, was an earnest patriot. "Here," said the soldier triumphantly, "here are two guns we took from your people at Bunker Hill." For a moment the child was silent, then replied, "Come home with me, and I 'll show you a whole country we took from your people about the same time."

Cross-Questioning

Frederick the Great prided himself upon his personal interest in every one of his soldiers. No matter how large his forces, he knew a strange face as soon as it appeared in the lines.

Of the new soldiers, as they came to his notice, he always asked three questions, "How old are you?" "How long have you been here?" "Have you received your pay and your uniform?"

These questions he always asked in the same order. Therefore, one day when a Frenchman entered the ranks, his comrades attempted to prepare him to meet the king.

The Frenchman, not knowing one word of German, was taught the answers to these questions.

In due time, the volunteer appeared before the King. Frederick spied the newcomer at once and called him out. Alas for the Frenchman and the three German answers which he had learned!

By some unhappy fortune the King forgot his usual order and began with, "How long have you been in the army?"

"Twenty-one years, sir," answered the Frenchman glibly.

"How old are you?"

"Three days."

Frederick looked puzzled. Was the man trying to insult him?

"Are you a fool?" thundered the King, "or am I?"

"Both, sir," answered the Frenchman politely.

Frederick was furious. The poor man was seized by the bodyguard and no one knows what might have happened had not a comrade of the unfortunate man rushed forward and explained the trouble.

Shakespeare was born in 1564; died in 1616. Yesterday is past; to-morrow is to be. Keep your temper; you may be sure no one else wants it.

Wheat is raised abundantly in the following states: Ohio, which is on Lake Erie; Indiana and Illinois, which border on Lake Michigan.

There are seven days in a week; Sunday, Monday, etc.

The United States has been engaged in five wars; the Revolution, the War of 1812, the Mexican War, the Civil War, and the Spanish War.

The Indian wars accomplished four great results: they united the colonies; they trained thousands of men in the use of firearms, and thus, in a measure, prepared them for the War of Independence; they made the colonists feel less need of English protection; they cleared the ground east of the Mississippi.

There are extensive coal beds in five countries of Europe; Great Britain, Germany, Austria, France, and Belgium.

There were at that time two political parties in the United States: the Federalists, who had adopted the Constitution; and the Anti-Federalists, who had voted against it.

In peace and war, at home and abroad, there is but one humane and safe rule: Hesitate to strike; strike hard.

Then amidst the ringing of bells and firing of cannon, a great shout went up: "Long live George Washington, the President of the United States."

"Go back! go back!" his soldiers cried, as he exposed himself incautiously. "We will do our duty."

Everything grows old; everything passes away; everything disappears.

That continent commands the Atlantic only; this commands two oceans, the Atlantic and the Pacific.

A second conquest of ancient Peru has begun, a conquest of steel; but it is the steel of rails, and not of swords.

A man said to his slave, "I am your master no longer; I make you free."

"No, master, my work is not oppressive and I fare well, and, being a slave, I feel no degradation."

"But," said the man, "I feel the degradation of being your master; you are free."

"Have you among all the animals a greater benefactor than I am?" asked the bee of the man.

"Certainly," he answered, "the sheep; for its wool is necessary for me, whereas your honey is only agreeable."

Truth, crushed to earth, shall rise again;
The eternal years of God are hers;
But Error, wounded, writhes in pain,
And dies among his worshippers.

A Cure for Crying

The great French writer, Victor Hugo, tells this story about his own childhood. His father, be it remembered, was one of Napoleon's generals.

"When I was five or six years old, I was crying one day. My father, who heard me, did not reprove me;[1] but this is the way he punished me:

"'Why, the poor dear little girl,' he said in a cool, ironical manner. 'What 's the matter with her? Who has been making her cry? She shan't be found fault with. It 's all right for little girls to cry. But how 's this? What have you been dressing her in boy's clothes for? Make her a pretty frock at once, and to-morrow she shall go and take a walk in the garden of the Tuileries.'

"Sure enough, the next day the nurse put a girl's dress on me, according to order, and took me to walk at the Tuileries. I was well mortified, as you may perhaps imagine. But I never cried again from that day until I had become a man grown."

Abou Ben Adhem

Abou Ben Adhem (may his tribe increase!)
Awoke one night from a deep dream of peace,
And saw, within the moonlight in his room,
Making it rich and like a lily in bloom,
An angel writing in a book of gold.
Exceeding peace had made Ben Adhem bold,

[1] Here the semicolon is used instead of the comma because of the contrast between what precedes and what follows. If the thought had been so expressed as to admit the use of *and* instead of *but* the comma would have been used.

And to the presence in the room he said,
"What writest thou?" The vision raised its head,
And, with a look made of all sweet accord,
Answered, "The names of those who love the Lord."
"And is mine one?" said Abou. "Nay, not so,"
Replied the angel. Abou spoke more low,
But cheerly still; and said, "I pray thee, then,
Write me as one who loves his fellow-men."

The angel wrote, and vanished. The next night
It came again, with a great wakening light,
And showed the names whom love of God had blest;
And, lo! Ben Adhem's name led all the rest.

JAMES HENRY LEIGH HUNT.

[For further exercises in punctuation the teacher is referred to Tarbell's Essentials of English Composition.]

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